



Lesson Planning for 21st Century Learners:

Some Things We Need to Know

**CSCTFL
2012
Milwaukee**

Greg Duncan
interprep@earthlink.net
www.interprepinc.com

I can . . .

1. explain why backward design is a good organizing principle for lesson planning
2. use backward design as a framework to design my lessons
3. explain why the primacy/recency effect is important
4. incorporate the primacy/recency effect into my own lesson planning
5. unpack unit Can Do statements in order to create lesson learning targets



What is the #1 reason students
sign up for foreign language
classes?

*A majority of students indicated that wanting to be able to use a second language was the **main** reason for studying [it].*



*Attrition in Foreign Language Courses:
Possible Causes and Solutions
(Unpublished doctoral dissertation)
Maria Nuzzo, 2006*

What happens when you
don't get what you want or
need?



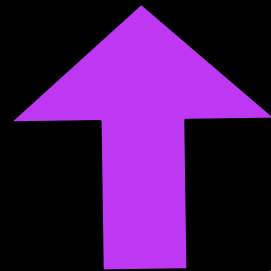
Any idea what
percentage of
students do NOT
continue once the
perceived
requirement is met?

750%



**“ I am so tired of those
damn verb *congregations!*”**

75%



Do you think these students were
“motivated?”



Motivation is THE most influential factor
in learning a new language

*R.C. Gardner in Shrum and Glisan
Teacher's Handbook, 2010*



Motivation refers to the choices people make as to what experiences or goals they will approach or avoid and the degree of effort they will make in that respect.

J.M. Keller, "Motivation: Reopening the Research Agenda"
in Crooks and Schmidt, 1983



Motivation is a rational decision; people make a decision to engage in something or not.

Richard Sagor

ASCD Education Update, January 2008

Keller's Theory of Motivation



Interest



Relevance



Expectancy



Outcome

So . . . how do we make sure
that we keep them motivated?





PLANNING!!!





Failing to plan . . .

is planning to fail !



Designing Instructional Pathways

National standards

State standards

Local curriculum

Lesson Plans

Brainstorm all the things that
need to be considered when
designing lessons.

Backward Design

```
graph TD; A[Backward Design] --- B[Purpose & agenda]; A --- C[Closure]; A --- D[Bloom's Taxonomy]; A --- E[Developmentally appropriate practice]; A --- F[Scaffolding]; A --- G[Motivation]; A --- H[Differentiation]; A --- I[Brain-compatible instruction]; A --- J[Student-centered instruction]; A --- K[Feedback]; A --- L[Assessment]; A --- M[Research-based instructional strategies]; A --- N[Lesson a part of unit]
```

Purpose &
agenda

Closure

Bloom's
Taxonomy

Lesson a
part of unit

Developmentally
appropriate
practice

Research-
based
instructional
strategies

Scaffolding

Assessment

Motivation

Feedback

Differentiation

Brain-
compatible
instruction

Student-
centered
instruction

Backward Design as an
organizing principle . . .

for lesson planning

advantages ?

disadvantages ?

In the absence of Backward
Design as an organizing
principle . . .

how is instruction usually
planned?

Traditional Planning

- ❖ Goals & Objectives
- ❖ Activities
- ❖ Assessments

Backward Design

- ❖ Goals & Objectives
- ❖ Assessments
- ❖ Activities

Lesson Plan

Unit _____

Lesson Number _____ of _____

Grade Level _____ Time of Year to be Taught _____

Stage 1: What will students know and be able to do at the end of this lesson?

DO

KNOW

What **vocabulary**, **structures** and **culture** do students need in order to meet the learning target?

- What will students be able to do at the end of this lesson that they couldn't do when it started?

- real-life, student-friendly language

"You will be able to figure out and tell someone how to use the metro system in Madrid to get from place to place."

Lesson Plan

Unit *Holiday in Madrid*

Lesson Number 5 of 25

Grade Level MS/HS

Time of Year to be Taught Winter

Stage 1: What will students know and be able to do at the end of this lesson?

DO You will be able to figure out and tell someone how to use the metro system in Madrid to get from place to place.

KNOW *Vocabulary*
metro system
subway station
line
destination
transfer point
ticket
exit
map

Structures
Familiar and formal commands

Culture
normalcy of use of this mode of
transportation in Madrid
economical ways of using it

Lesson Plan

Unit _____

Lesson Number _____ of _____

Grade Level _____ Time of Year to be Taught _____

Stage 1: What will students know and be able to do at the end of this lesson?

DO

KNOW

Stage 2: How will you know that students can do that?

At the end of the lesson, how will the students and you know that they can do the learning target?

Lesson Plan

Unit *Holiday in Madrid*

Lesson Number 5 of 25

Grade Level MS/HS

Time of Year to be Taught Winter

Stage 2: How will you know that students can do that?

As a closing activity, students will give me directions * on how to get from Point A to Point B using the Madrid metro system.

* students can text, email, or handwrite this information to give to the teacher.

Stage 3: What instructional activities will be used?

Opening/Activity 1

Activity 2

Activity 3

Activity 4

Closing/Activity 5

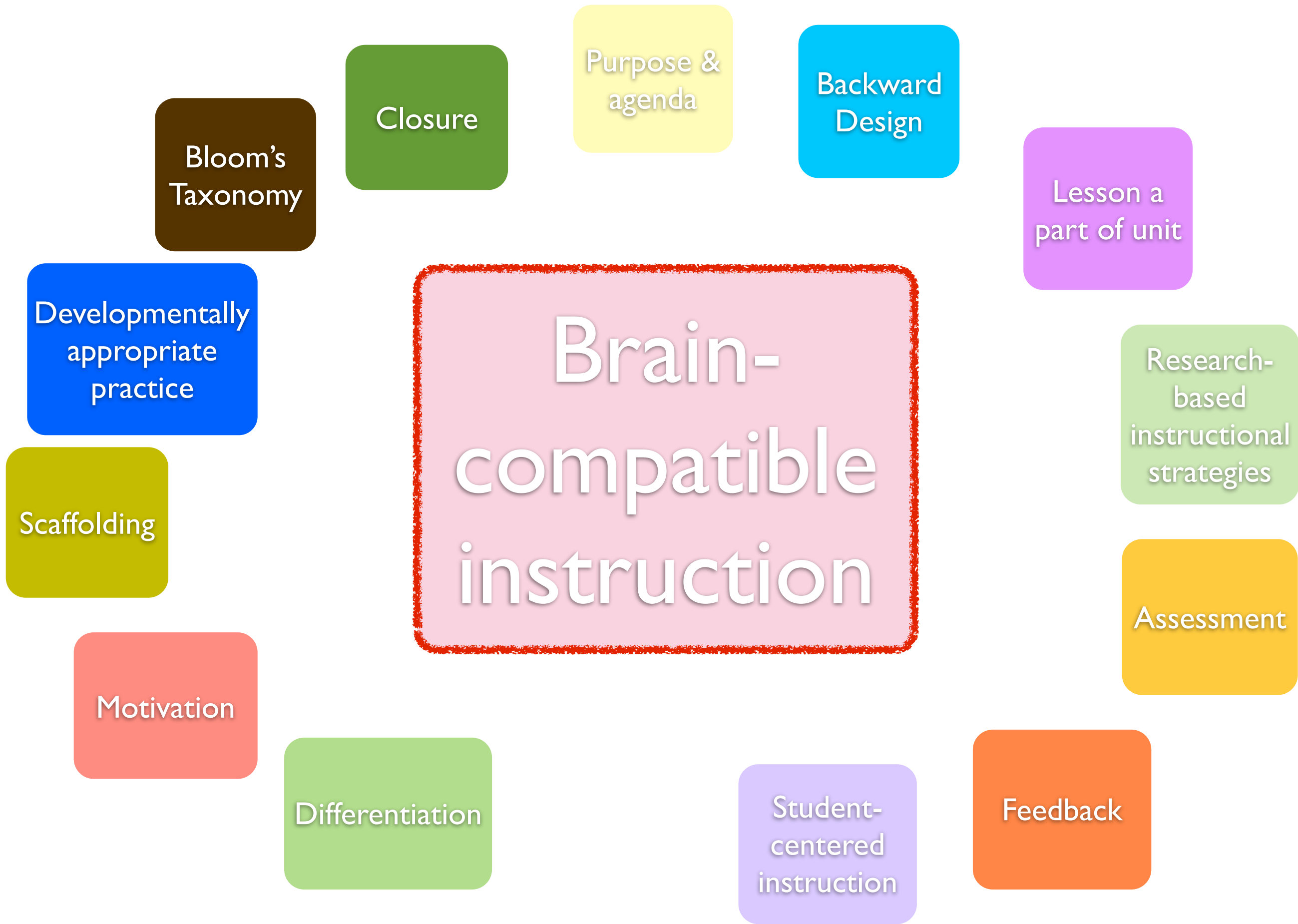
Do the activities in the lesson . . .

- give students a reason for needing/wanting to invest in the lesson?
- make the learner the active participant and NOT the teacher?
- engage ALL learners (vs. just one or two at a time)?
- provide multiple and varied opportunities for students to hear words/expressions supported by visualized contexts that make meaning transparent?
- provide authentic reasons for using the words and expressions?
- vary in level of intensity and mode?
- represent the BEST use of instructional time?

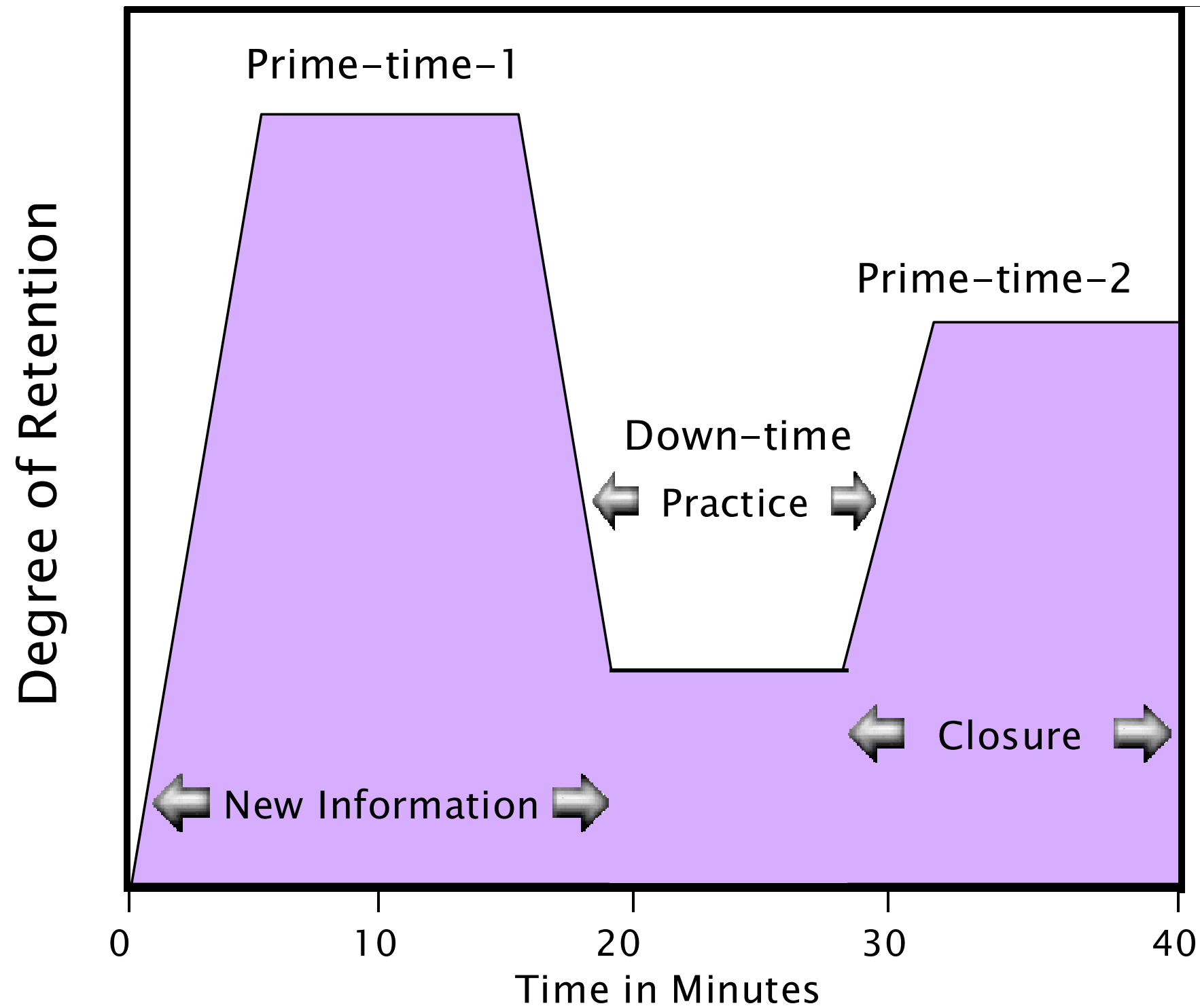
Stage 3: What instructional activities will be used?

Opening/Activity 1	Bell ringer: Students poll 5 of their classmates about their top two favorite places they have learned about in Madrid and why they are their favorites. Each student records this information. * (5 minutes) Teacher welcomes students and launches the lesson explaining today's learning target. (1 minute)
Activity 2	Teacher provides background information about Madrid's metro system and walks students through the map, how tickets are purchased and fundamental information about getting from Point A to Point B (20 minutes)
Activity 3	Using the activity sheet giving present location and a destination, students work in pairs to determine the route using the Madrid metro system. In Part B of the activity, one student provides directions to follow using the Metro map and the other student has to say what landmark he is near when he arrives at the destination metro station. (10 minutes)
Activity 4	Teacher adds to the basic information about the Madrid metro by introducing the concept of having to change metro lines in order to reach a destination. (10 minutes)
Closing Activity	To assess the day's learning target, the teacher provides students with a landmark in Madrid as a starting point and a destination landmark. Students can text, email, or handwrite this information to give to the teacher (5 minutes)

* Bell ringer information will be woven into tomorrow's lesson.

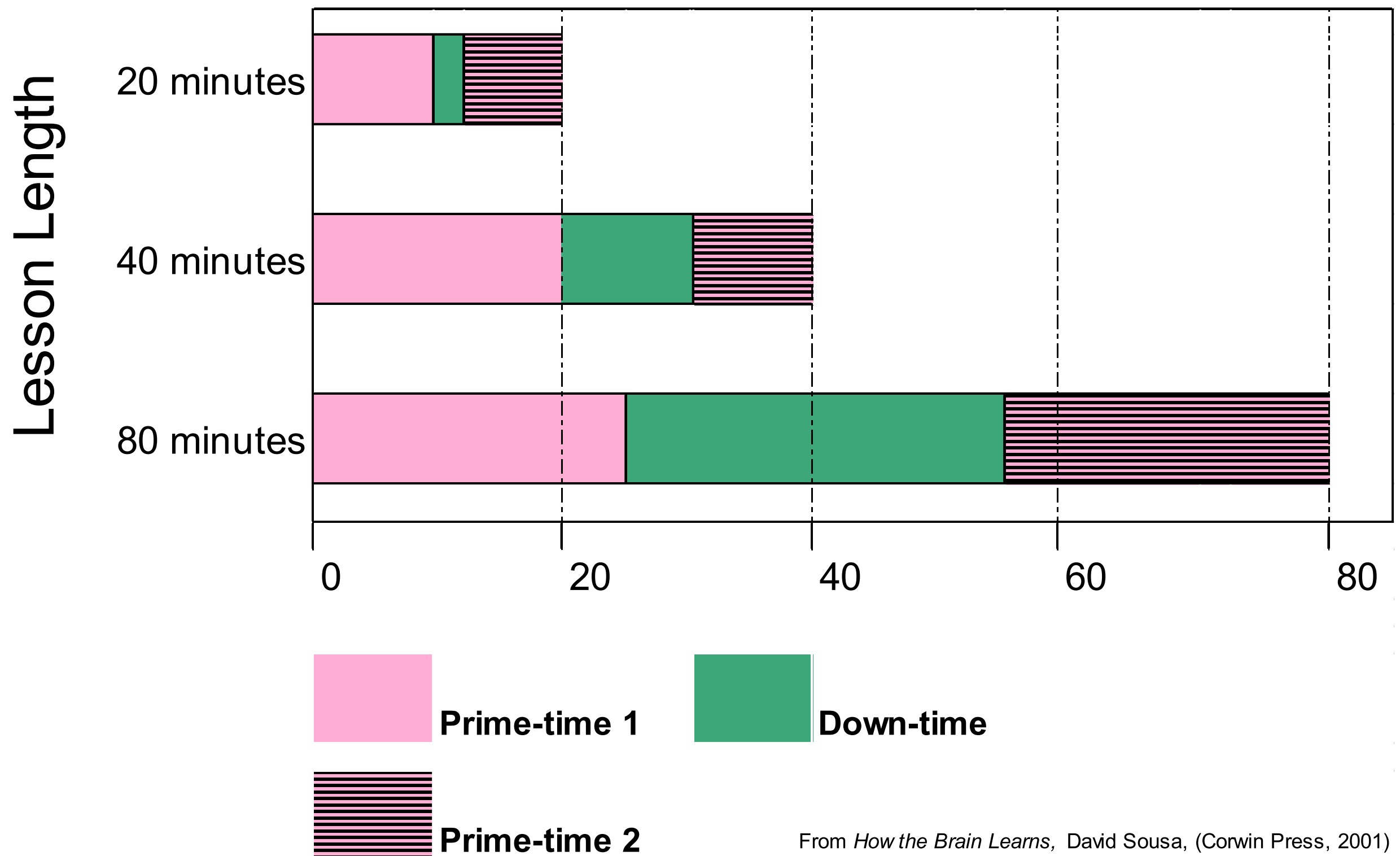


Retention During a Learning Episode



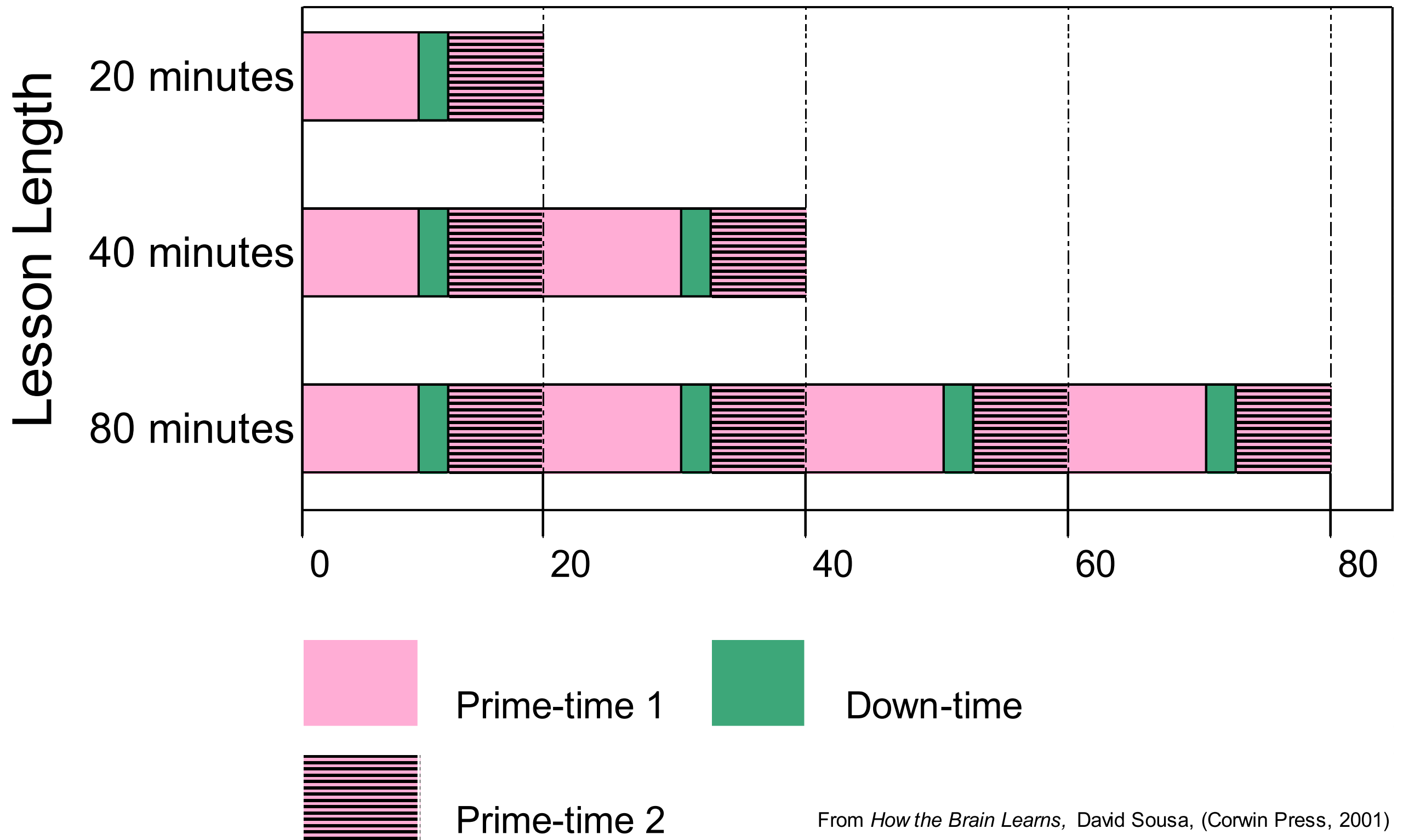
From How the Brain Learns, David Sousa, (Corwin Press, 2001)

Approximate Ratio of Prime-Times to Down-Time During Learning Episode



From *How the Brain Learns*, David Sousa, (Corwin Press, 2001)

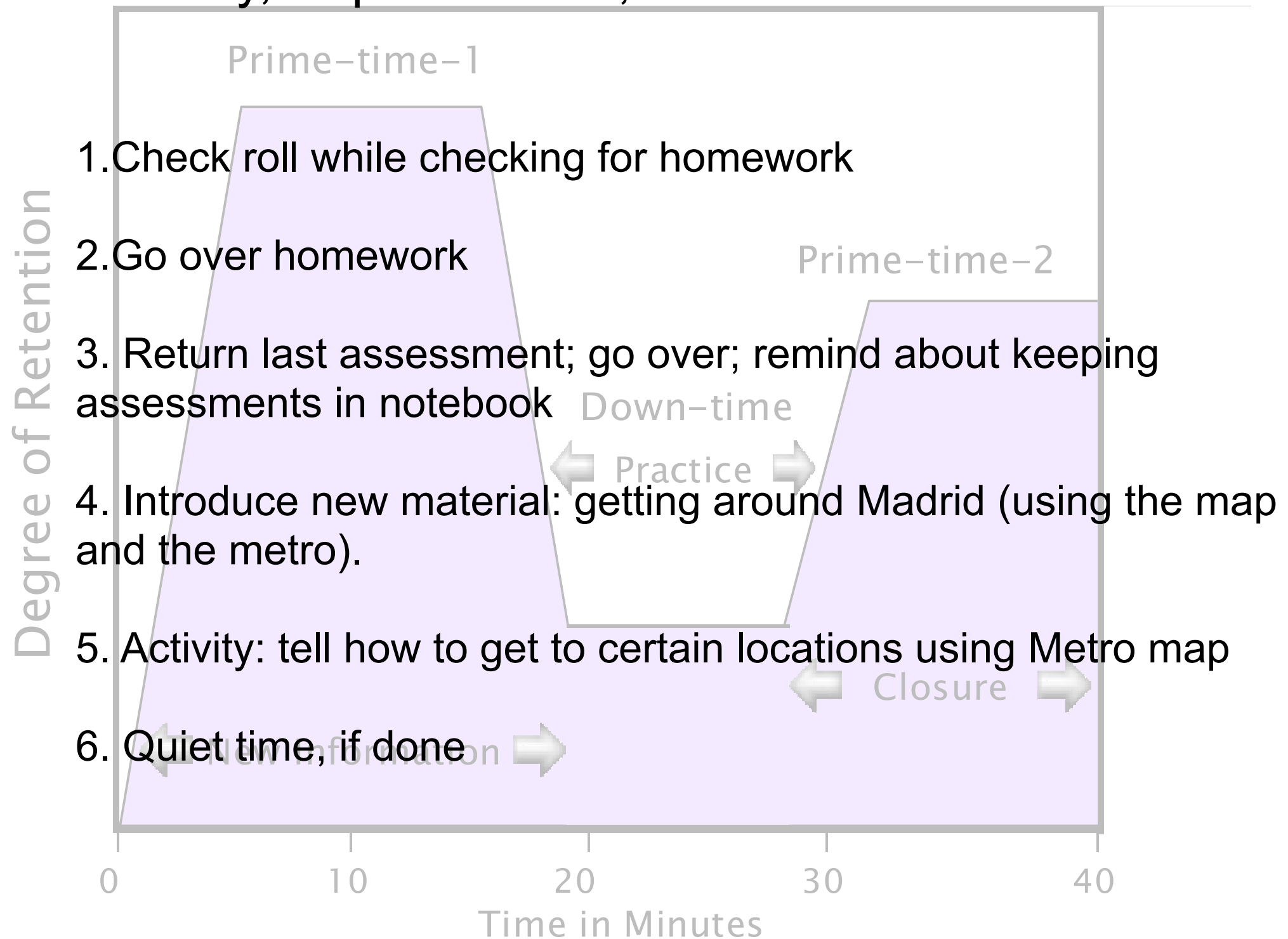
Approximate Ratio of Prime-Times to Down-Time During Learning Episode



From *How the Brain Learns*, David Sousa, (Corwin Press, 2001)

Spanish 2

Monday, September 12, 2011



From How the Brain Learns, David Sousa, (Corwin Press, 2001)

Implications of the Primacy/Recency Concept on Stage 3 Planning

1. The lesson should NOT start with administrative concerns (e.g., taking attendance, collecting homework, going over homework or some other assignment).

2. After a brief warm-up/bridge to the L2, the most important part of the lesson's work should be targeted while students are the most attentive and receptive.

- new information presented by the teacher
- an activity (or activities) carefully modeled and guided by the teacher
- "prime-time learning"

3. Following Prime-time 1, students should work independently--in pairs or in small groups--to apply what was presented in the major segment of the opening part of class. This parallels Down-time.

Implications of the Primacy/Recency Concept on Stage 3 Planning

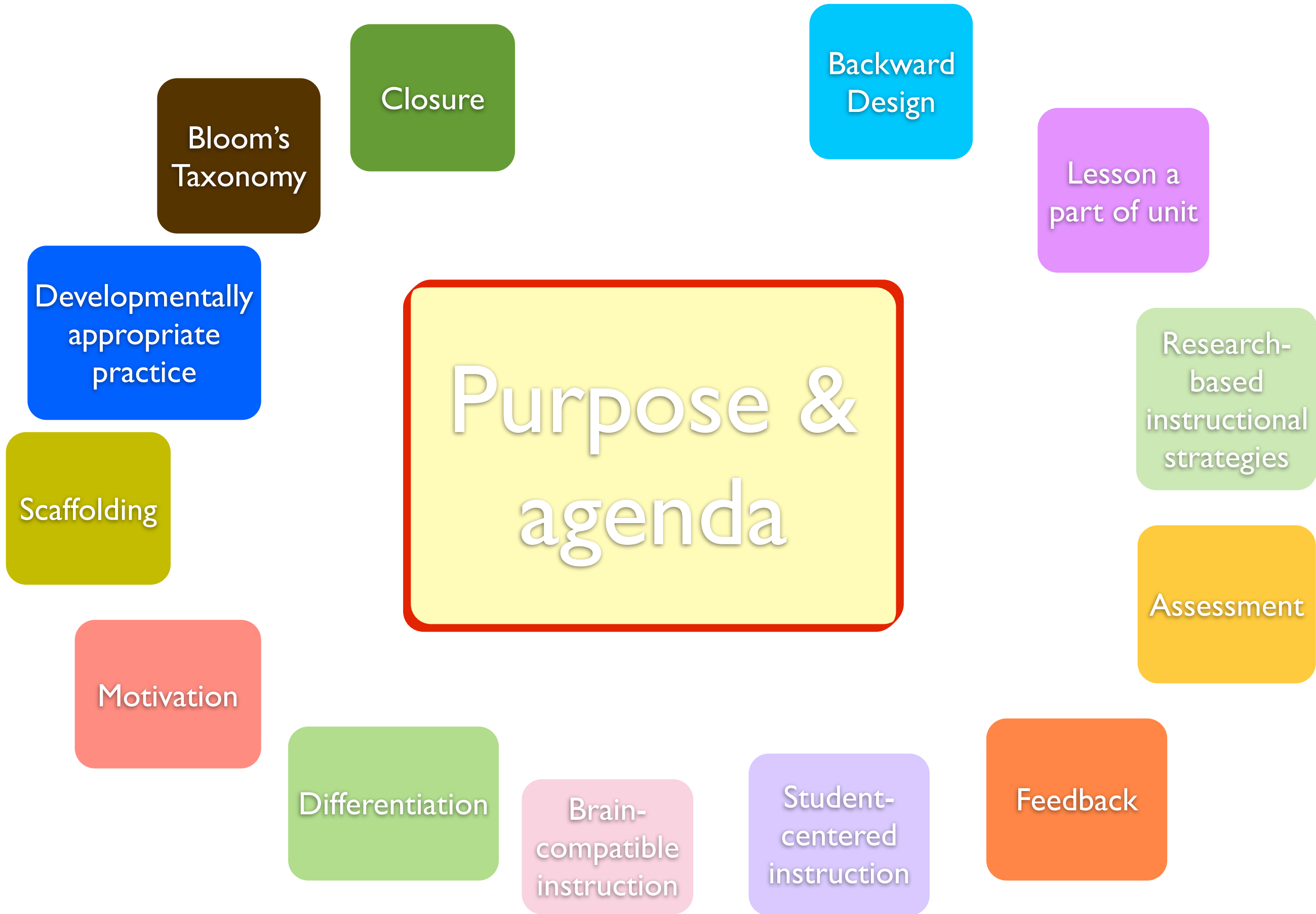
4. For the next segment of the class (Prime-time 2), the teacher has an opportunity to revisit information presented/dealt with in Prime-time 1.

- additional, ratcheted-up information
- expanded application of Prime-time 1 information

5. As a wrap-up of the “first instructional round,” time can be spent going over homework or other assignments, providing information that is not specifically related to classroom instruction.

6. Provide a brief “lift,” e.g., song, movement, “palette cleanser.”

7. Begin next “instructional round.”



FIRST...

let's unpack some unit Can Do's



FIRST...



Module 3:

Proficiency target: Novice-mid

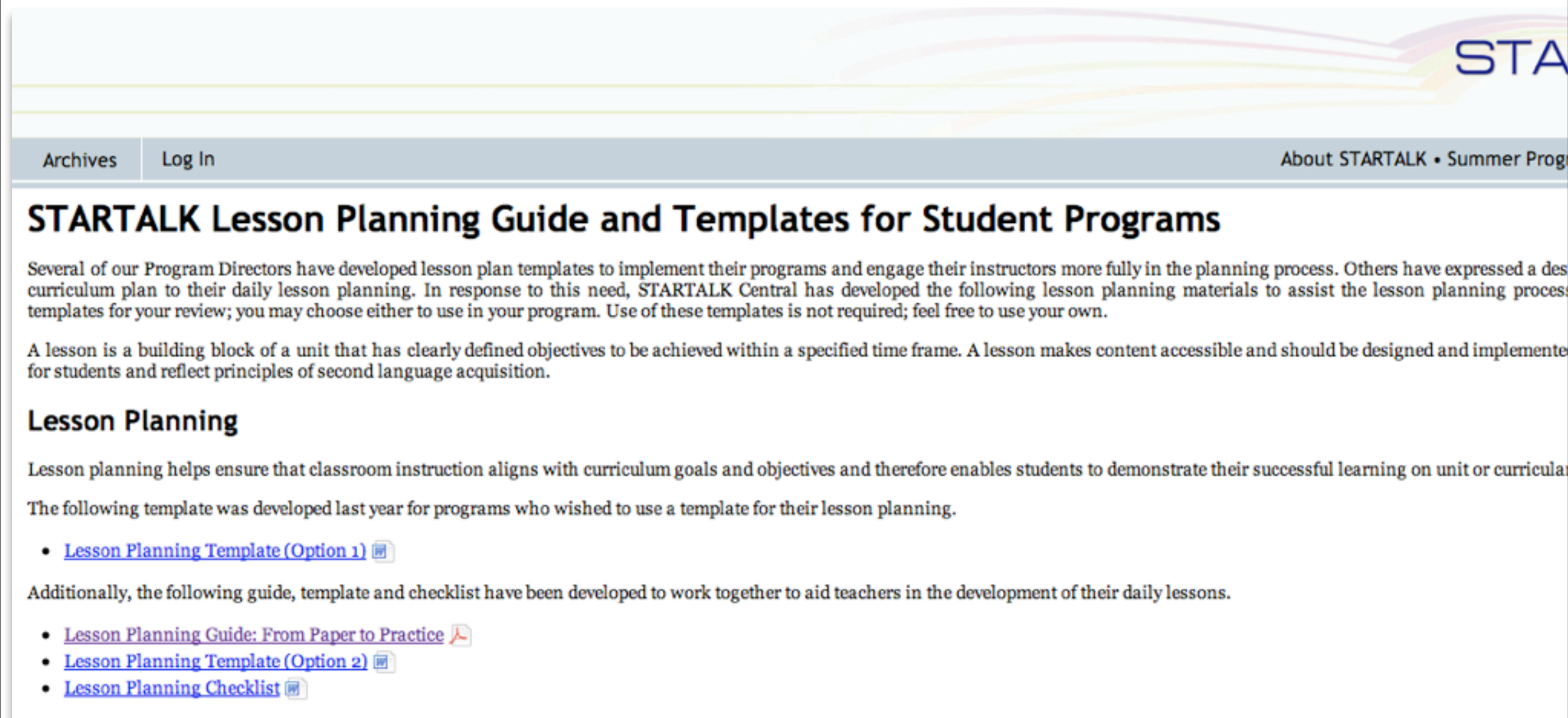
Objectives:

- I can tell what I eat/drink for breakfast, lunch, and dinner.
- I can ask and tell about what foods I like & dislike.
- I can say what I want to buy at the grocery store.
- I can read a menu and order what I like or say what others would like on the menu.
- I can tell about healthy and unhealthy foods.
- I can listen and understand someone describe their food likes/dislikes.



- I can tell what I eat/drink for breakfast, lunch, and dinner.
 - I can name some foods and drinks I like for different meals.*
 - I can group foods and drinks according to their appropriateness for breakfast, lunch and dinner.*
 - I can ask what foods and drinks my friends like.*
 - I can ask my friends what foods they prefer for certain meals.*
 - I can tell what meals my family takes together.*
 - I can tell what time I normally take meals on a given day.*
 - I can ask what time meals happen for my friends.*
- I can ask and tell about what foods I like & dislike.
 - I can tell someone what foods and drinks I like.*
 - I can tell someone what foods and drinks I do not like.*
 - I can ask someone what foods they like.*
 - I can ask someone what drinks they like.*
 - I can tell someone the foods and drinks that I like or do not like for particular meals.*
 - I can ask someone about the foods and drinks that they like or do not like for particular meals.*

<http://startalk.umd.edu/lesson-planning/>



The image is a screenshot of a website titled "STARTALK Lesson Planning Guide and Templates for Student Programs". The website has a header with "Archives" and "Log In" on the left, and "About STARTALK • Summer Program" on the right. The main content area has a title "STARTALK Lesson Planning Guide and Templates for Student Programs" followed by a paragraph explaining that several program directors have developed lesson plan templates to assist in the planning process. It then defines a lesson as a building block of a unit with clearly defined objectives. Below this is a section titled "Lesson Planning" which states that lesson planning helps ensure classroom instruction aligns with curriculum goals. It then lists a template developed last year and provides a link to "Lesson Planning Template (Option 1)". Finally, it mentions that additional guides, templates, and checklists have been developed to aid teachers, and lists three items: "Lesson Planning Guide: From Paper to Practice", "Lesson Planning Template (Option 2)", and "Lesson Planning Checklist".

Archives Log In About STARTALK • Summer Program

STARTALK Lesson Planning Guide and Templates for Student Programs


Several of our Program Directors have developed lesson plan templates to implement their programs and engage their instructors more fully in the planning process. Others have expressed a desire to have a curriculum plan to their daily lesson planning. In response to this need, STARTALK Central has developed the following lesson planning materials to assist the lesson planning process. We have developed lesson planning templates for your review; you may choose either to use in your program. Use of these templates is not required; feel free to use your own.

A lesson is a building block of a unit that has clearly defined objectives to be achieved within a specified time frame. A lesson makes content accessible and should be designed and implemented for students and reflect principles of second language acquisition.




Lesson Planning

Lesson planning helps ensure that classroom instruction aligns with curriculum goals and objectives and therefore enables students to demonstrate their successful learning on unit or curricular level.

The following template was developed last year for programs who wished to use a template for their lesson planning.

- [Lesson Planning Template \(Option 1\)](#) 

Additionally, the following guide, template and checklist have been developed to work together to aid teachers in the development of their daily lessons.

- [Lesson Planning Guide: From Paper to Practice](#) 
- [Lesson Planning Template \(Option 2\)](#) 
- [Lesson Planning Checklist](#) 

The Backward Design Lesson Template
can be downloaded at
<http://startalk.umd.edu/lesson-planning>

STARTALK

Start Talking!



STARTALK: From Paper to Practice

Research and Writing Team

Gregory Duncan, Myriam Met

Management and Quality Assurance Team

Scott Nichols, Kathleen Kilday, Matthew Jenkins



Duncan, G., Met, M. (2010). *STARTALK: From paper to practice*. College Park, MD: National Foreign Language Center at the University of Maryland. Available at www.startalk.umd.edu/lesson_planning



Duncan, G.